

Name: \_\_\_\_\_ TP: \_\_\_\_\_

**Failure to show work on all problems or use complete sentences will result in a LaSalle.**

Watch the following video: <http://tinyurl.com/GEOMCP50> \*\*\*STOP AT 5:55\*\*\*

- 1) Does the angle relationship AAA mean that triangles are congruent?
- 2) Draw two triangles that are congruent by SAS with appropriate notation.

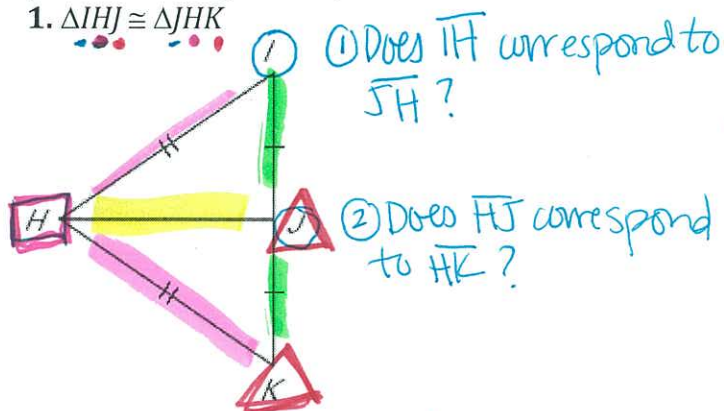
3) What does SAS stand for?

4) In order to be a SAS triangle congruence, where does the angle need to be?

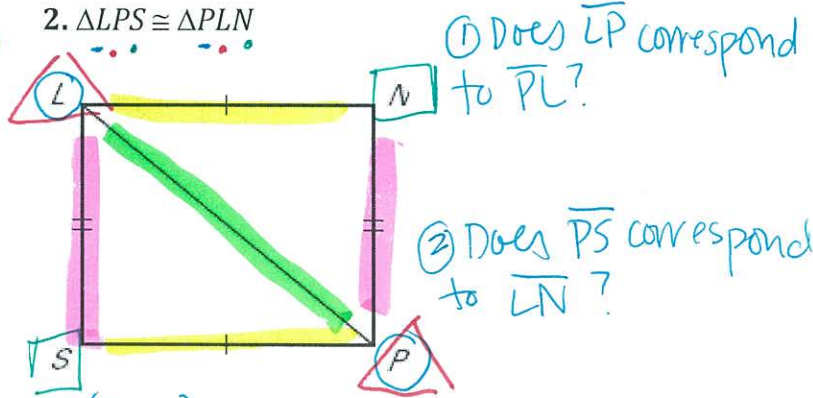
5) *This is not in the video*, but using similar reasoning/logic do you think Angle-Side-Side will produce congruent triangles? Remember one counterexample proves a conjecture wrong.

For #1 & 2, decide whether the congruence statement is true. If it is not, fix the statement and *explain* your reasoning in complete sentences.

1.  $\triangle IHJ \cong \triangle JHK$



2.  $\triangle LPS \cong \triangle PLN$



③ If you answer "no" for #1 or #2, then the  $\cong$  statement is false!

**STAY READY.**

④ same as:

④ Re-write it correctly:

You should approach each problem as an exploration. Problem-solving requires persistence as much as it requires ingenuity. When you get stuck, or solve a problem incorrectly, back up and start over. Keep in mind that you're probably not the only one who is stuck, and that may even include your teacher. **If you have taken the time to think about a problem, you should bring to class a written record of your efforts, not just a blank space in your notebook.** The methods that you use to solve a problem, the corrections that you make in your approach, the means by which you test the validity of your solutions, and your ability to communicate ideas are just as important as getting the correct answer.

Solve all of the problems in your **graph paper notebook neatly labeled!** If you are stuck and cannot answer a question, write at least three complete sentences about the problem and what you do know. Use at least one of the sentence starters below:

- d. Even though I am stuck, I do know...and I think I should...because...
- e. I am stuck because I do not know what \_\_\_\_ means. I think it means...so I tried...
- f. I got this answer but I think it is wrong because...

Remember that you can always use old notes, a dictionary, math textbook, and/or look up topics online!

- 1) What is the smallest prime number that is greater than 53 that has digits that sum to 8? Prime numbers are numbers that have only two factors: 1 and itself (for example, 2, 3, 5, 7, 11...).

Prime #	Sum	Yes/No?
59	$5+9=14$	No
67		
71		
73		

\* You need to find the prime #s between 59 & 67 and 67 & 73. They can only be evenly divided by 1!

PRIME:

$11: 1 \cdot 11 \checkmark$

NOT PRIME:

$12: 1 \cdot 12$   
 $2 \cdot 6$   
 $3 \cdot 4$   
 } More than 2 factors

- 2) Ms. Ziegler is throwing snowballs at Ms. Silva at a rate of 14 feet per 5 seconds. What is this rate in meters per minute? Note: 1 foot = 3 meters & 60 seconds = 1 minute

$$\frac{14 \text{ ft.}}{5 \text{ sec.}} = \frac{\text{ } m.}{\text{ } min.}$$

① Units in numerator (top) cancel out if they appear in denominator (bottom).

② Multiply numerators

③ Multiply denominators

**STAY READY.**